

Learning Journey: Geography

The Early Years Foundation Stage is the bedrock of our curriculum, preparing children for the learning journey ahead. Within a nurturing and play-based EYFS environment, children will learn basic and transferable skills; absorb relevant knowledges and grow in maturity, as well as developing a thirst for learning.

Geography

How does geography in the EYFS prepare children for future learning?

Development Matters states that: "If we are successful in giving every child the best start in their Early Years, we give them what they need today. We also set them up with every chance of success tomorrow."

In planning and guiding what children learn, we reflect on the different rates at which children are developing and adjust their practice appropriately, referring to the Characteristics of Effective Teaching and Learning:

Playing and Exploring: children investigate and experience things, and 'have a go'

Active Learning: children concentrate and keep on trying if they encounter difficulties and enjoy their achievements for their own sake

Creating and Thinking Critically: children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

In addition, the **Prime Areas of Learning** (Personal, Social and Emotional Development, Communication and Language and Physical Development) underpin and are an integral part of children's learning in all areas, including geography.

EYFS Understanding the World (Statutory)

Understanding the world involves guiding children to make sense of their physical world and their community. Within this strand, children will learn about themselves, the community they live in and the people who help us. They make observations of animals and plants and talk about growing, growth, changes and why they occur. They will explore the world at their doorstep, yet investigate our diverse world though

exploring other cultures. They are also encouraged to explore and use technology for a range of purposes. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Early learning Goals (statutory): People, Culture & Communities and The Natural World

People, Culture & Communities

Children at the expected level of development will:

- ✓ Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- ✓ Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- ✓ Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

The Natural World

Children at the expected level of development will:

- ✓ Explore the natural world around them, making observations and drawing pictures of animals and plants.
- ✓ Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- ✓ Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Geography

The EYFS Experience

Locational Knowledge	Geographical Skills & Field Work	Place Knowledge	Manmade & Natural Geography
Exploring the immediate environment. Look at and talk about where they live. Learn that they live in Litherland, which is in England.	Look at aerial views of the school setting, commenting on what they notice, recognising buildings, open space, roads and other simple features. Explore maps and make their own maps (often linked to stories)	Exploring contrasting localities by finding out about places in the world that contrast with locations they know well. Use relevant, specific vocabulary to describe contrasting locations.	Exploring the local environment and habitats. Observe the natural world and how the seasons change, talking about the weather and seasonal features. Note and record the weather.

<p>Talk about different places that they visit, e.g. the park, the beach, the farm, and can talk about some of the similarities and differences.</p> <p>Exploring contrasting localities by listening to stories which are set in different places, particularly different countries – this gives the opportunity to talk about how other countries are similar and different.</p> <p>Communicate their understanding of their own environment and contrasting environments through conversation and in play.</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>	<p>such as 'We're Going on a Bear Hunt').</p> <p>Draw simple maps of their immediate environment, or maps from imaginary story settings they are familiar with.</p> <p>Describe a route.</p> <p>Explore the globe together, use globes and Google Earth.</p>	<p>Use images, video clips, shared texts and other resources to bring the wider world into the classroom.</p> <p>Learn how children's lives in other countries may be similar or different in terms of how they travel to school, what they eat, where they live, and so on. (avoid stereotyping)</p> <p>Share non-fiction texts that offer an insight into contrasting environments.</p> <p>Explore different places through some of our topics (e.g. animals - explore the different places they might live; space – learn what it looks like, feels like, what you can see etc; festivals/celebrations – learn about celebrations in other countries and this country e.g. Chinese New Year, Diwali, Eid).</p>	<p>Observe the changing seasons. Learn the vocabulary needed to name specific features of the world, both natural and made by people.</p> <p>Have on display a large map of the world, on which we can link flags of countries from our topics and stories, put labels for land, sea, countries and places of interest that come up in our stories and topics.</p> <p>Recognise that the Earth is covered by water (blue) and land where people live.</p>
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Development Matters (non-statutory guidance)

- ✓ Explore natural materials, indoors and outside.
- ✓ Explore and respond to different natural phenomena in their setting and on trips.
- ✓ Begin to understand the need to respect and care for the natural environment and all living things.
- ✓ Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
- ✓ Draw information from a simple map.
- ✓ Recognise some similarities and differences between life in this country and life in other countries.
- ✓ Explore the natural world around them.
- ✓ Recognise some environments that are different from the one in which they live.
- ✓ Understand the effect of changing seasons on the natural world around them.

Assessment: are we ready for the next step in our learning journey?

- ✓ Are children able to talk about what they see?
- ✓ Can children use fieldwork to explore their local environments?
- ✓ Are children familiar with the name of the road, and or village/town/city the school is located in?
- ✓ Are children able to utilise aerial views of the school setting, commenting on what they notice e.g. recognising buildings, open space, roads and other simple features?
- ✓ Can children use new vocabulary to name specific features of the world, both natural and made by people?
- ✓ Are children able to discuss how we care for the natural world around us?
- ✓ Can children use relevant, specific vocabulary to describe contrasting locations?
- ✓ Can children communicate their understanding of environments through conversation and in play?
- ✓ Can children incorporate their understanding of the weather in their play?

Vocabulary

Town, village, city, road, house, farm, beach, park, school, local, buildings, route, map, world, globe, Earth, land, sea, hot, sunny, seasons, cold, snow, weather, manmade, natural.

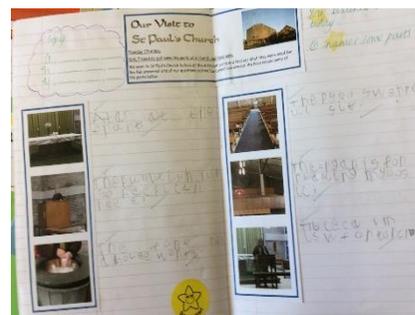
Gallery



Nursery



Reception



Year 1



Year 2



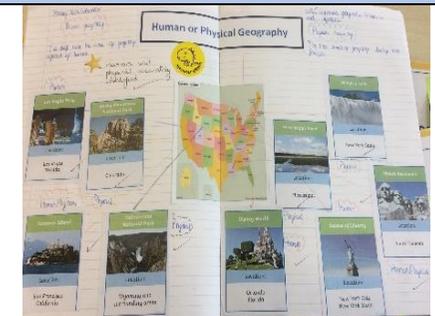
Year 3



Year 4



Year 5



Year 6